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ABSTRACT

The proceedings of a conference on computer-assisted language instruction include the following reports and papers: (1) a report on computer-related developments in speech research and their implications for therapy and communication; (2) descriptions of courseware and authoring aids for grammar and comprehension instruction and language practice in English, French, German, and Spanish; (3) a report on the plenary session; (4) a comment on the workshop; (5) a listing of current research projects in the field; and (6) a list of participants and their current interests and projects. The courseware descriptions include information about applications, necessary hardware, and accompanying materials. (MSE)

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"ASSESSING CURRENT PROGRAMS AND PROSPECTS"

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Computer developments in speech research and their implications

Research into speech communication presents special problems because of the very complex relationship between the linguistic message and the properties of the acoustic signal which conveys that message. Thus any given time-section of the acoustic signal will be affected by the identities of many of the phonemes in an utterance, and also by the prosodic aspects of the whole sentence.

A functionally adequate model of the speech-signal generation process can be achieved by using either pulse or random noise-generators for the voiced and voiceless sounds respectively, and feeding the signals into a small number of electrical resonators controllable in frequency to match the resonances (or "formants") of the human vocal tract. By appropriately controlling the fundamental frequency of the pulse source, the formant frequencies and intensities, and the time scale of their variations, it is possible to specify independently the phonemic and prosodic aspects of synthetic utterances.

These days computer technology has advanced to such an extent that this type of speech-production model is more easily implemented in a computer program embodied either in a general-purpose laboratory computer, or in one of the new programmable signal-processor chips that has recently become available.

The most important speech research areas of current interest are for human-computer interaction by speech - i.e. voice input and output. Voice output is by far the easier task. Simple, cheap devices are available that merely store chunks of human speech in coded form, and output them as required. These systems can be very effective for limited message sets, but lack the flexibility needed for general voice-output applications. Speech synthesis by rule, which generates speech-synthesizer control data from a linguistic specification (in phonetic or conventional spelling) is in principle completely flexible for all voice-output applications. The best current systems produce highly intelligible speech but do not sound very natural; new research techniques may well solve that problem within a very few years, and the equipment needed for good voice generation by rule is not expected to be expensive.

Automatic speech recognition is a much more difficult problem, and the successful existing systems work merely by matching sound patterns for whole words with previously produced patterns from the same speaker. It is not practicable to distinguish more than a hundred or so words in conneced sequences, but still very little use is made of the special properties of speech signals.

Real advances in automatic speech recognition will probably have to wait for the expected improvements in speech synthesis by rule; it should then be possible to generate patterns for candidate messages from a linguistic specification, and to choose the best fit from valid alternative patterns as soon as enough acoustic information has been received to resolve ambiguities as the message progresses. Success in this process is still some years away.

Even the currently available, crude voice input/output systems for computers are very useful for some purposes, particularly where screens and keyboards cannot be used. Examples are for telephone access, for the blind, or where hands and eyes are otherwise busy. They can also be used to supplement screens and keyboards in some cases, such as by using voice output for commands to the user, but still using a screen for the bulk of the information. In the CALL context, rule-generated voice output is almost good enough now to use as a guide to pronunciation, as an alternative to typical language-laboratory tape recordings. However, I do not see speech recognition being good enough to evaluate speech production by language learners until many years have passed.

Dr John Holmes
Joint Speech Research Unit
Cheltenham

Decriptions of programs demonstrated by participants

EXCHANGE PROGRAMS N.Y.C.A.L.L.

GERMADJ:
YEAR 3/4
REVISION

This program is a ten-item test of German adjective endings. A sentence appears with an adjective in brackets (in its predicative form). The student then must type in the adjective in its correct (attributive) form:

e.g. EIN (GROSS) HAUS Type: GROSSES

Two guesses are allowed, and a point awarded for each correct answer.

Wrong answers are greeted with a friendly insult, and/or with some advice (e.g. IT'S PLURAL).

Please note that UPPER CASE must be used throughout and that U umlaut = UE, etc. .....

FVFUTSPN:
YEAR 2/3

Very similar to GERMADJ in format, but this time the subject is the future tense of French verbs. (by Paul Naylor)

GERMSUBJ:

The use of subjunctive in indirect speech.

SIXTH FORM

Another similar program, but here 2 marks are awarded for a first-time correct answer and 1 mark for a correct answer on the second attempt.

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Note that the computer will not accept alternative subjunctive forms, but only the tenses such as would have occurred in direct speech: i.e. 'werde' not 'wuerde', 'muesse' not 'muesste'. An indicative form (with 'wissen') is included as a 'distractor'.

GERMPASS: A similar program, testing the student's ability to identify passive forms - i.e. when is 'werden' or 'sein' required?

FIFTH & SIXTH FORM (L6?) The correct verb must be selected and entered in its correct form.

After an unsuccessful attempt, the first letter of the answer is given as a clue before the second guess.

Score out of 20 - 2 for first guess; 1 for second guess.

EUROQUIZ: A European Studies quiz, a treat for the end of term.

YOUNGER PUPILS (11-14) The pupil is allowed 3 guesses; clues progressively easier:

(1) First letter only is given and definition (e.g. River beginning with T)
(2) Length of word is also given (e.g. 6 letters)
(3) Nationality is given (e.g. English river)

Score is kept and given at the end. Brief graphic display at start and finish.

AUTHOR: Paul Reid, Selby High School, Leeds Road, Selby YO8 8AT

PROJECT ORGANISER: Richard Beaton, Ripon Language Centre, The College, College Road, Ripon HG4 2QX

For RML 380Z microcomputer.

MIXEDTIME 'Electronic Blackboard' type of program; stimulus to oral work. 24-hour clock presented in enlarged lettering with random times. Best with small groups and/or large screen.

FRENCHTIME Same as above, but asks question each time: 'Quelle heure est-il?' Times always in multiples of five minutes.

UMZUTIME To practise the UM...ZU... construction in German. Oral stimulus; i.e. answer not typed in. The pupil(s) are given two sentences (at random) linked by 'und'; they have ten seconds to restate the sentences using 'um' and 'zu'.

PASTSTRONG — Test on the perfect tense in German (strong verbs). User is asked how many pupils are to be tested. Score kept. A noise greets incorrect responses!
Input is via the keyboard. Table of scores presented at the end, as well as time taken.

PSTWKREG — Test on the perfect of regular weak verbs. Keeps score. Final score and time taken presented at end. No remedial loops.

PSTWKIRREG — Same as above for irregular weak verbs.

PASTMIXED — Same as above; random selection of all types of verbs. Overall score and time taken presented.
Lists all verbs the user got wrong, with the correct perfect tense form.
Could easily be linked to a printer for hardcopy.

COMPLEXDEMO — This invites the user to input two main clauses which they wish to combine to form a complex sentence (main clause plus subordinate), along with the conjunctions to be used. The sentences are rearranged on the screen, using colour to focus attention on various parts of speech.

AUTHOR: Alan Taylor, Archbishop Holgate's Grammar School, York YO1 5HA.

PROJECT ORGANISER: Richard Beaton, Ripon Language Centre, The College, College Road, Ripon HG4 2QX.

For BBC Microcomputer: on cassette or disk.

Richard Beaton
Ripon Language Centre

CAMSOFT

Gapkit: a flexible authoring package for the PET and BBC microcomputers.

Copyright (c) Graham Davies 1982.

Gapkit is a dedicated authoring package which has been designed to enable language teachers with no knowledge of computer programming to produce any type of gap-filling exercise:

1) Whole words: Cloze tests, pronouns, nouns, verbs etc:

Jack and Jill ---- up the ----
to fetch a ---- of ------.

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2) Groups of words: any combination of up to 35 characters, including spaces:

The cat --- -- --- ---.

3) Endings of words: suffixes, adjectival endings, inflexions of nouns etc:

The children were play--- in the garden.

4) Prefixes:

I --member that year very well.

5) Any string of letters within words:

We look up words in a dic----ary.

6) Many more exercises which we haven't thought of.

You can have any combination of the different types of exercises within one test. It is possible to use Gapkit to create gap-filling exercises for foreign languages and even literary, historical, geographical or general-knowledge quizzes:

D-- Katze sitzt auf d-- Teppich.

L- plume -- -- tante est sur l- bureau -- --- oncle.

Who wrote 'Wuthering Heights'?
----- ------

In what year did Columbus discover America?

What is the capital of France?

All the teacher has to do is type the textual material with slashes (/) surrounding the letter, words or phrases which are to appear as gaps to the learner:

D/ie/ Katze sitzt auf d/em/ Teppich.

L/a/ plume /de/ /ma/ tante est sur
l/e/ bureau /de/ /mon/ oncle.

The teacher has the option of providing a unique one-line clue for each gap to assist the learner if he fails to fill it in correctly the first time. three pages of text of eighteen lines each, with a maximum of 35 characters per line are permitted. Up to 40 gaps per eighteen-line page are allowed for, with no limit on the number of gaps in any one line.

A 'help' panel of up to twenty lines of text, containing general explanatory notes about the test material, can be accessed by the learner at any point in the testing sequence. If the learner has no idea of the solution to any individual gap he just presses the 'panic' key (à), which instantly provides a clue or, in the absence of a suitable clue, the correct answer flashing on screen. These gaps are automatically reviewed when the learner has completed a panel of text.

The cursor locates automatically within the text itself over each gap in turn, so that the learner's response appears in its natural position in the text, not at the foot or top of the screen which is characteristic of less sophisticated programs of this sort. Gapkit includes full partial-matching routines, so that each input by the learner is scanned letter by letter. If the input is partially incorrect the cursor locates over each individual, incorrectly matched letter for a second attempt. Where relevant, discreet clues appear to guide the learner towards the correct answer.

When the learner fails to respond with the correct answer, even on the second attempt, the correct contents of the gap flash within the text and the gap is flagged for presentation a second, third time, etc. On remedial runs, only incorrectly attempted gaps are reviewed.

A score is given to the learner at the end of a testing sequence, indicating how many attempts it took the learner to complete all the gaps.

Gapkit is available for the PET (disk or cassette) and BBC microcomputers. It is fully menued in the PET disk version, and all versions include the authoring program for the teacher, which enables the test data to be created, and the testing program for the learner.

CAMSOFT GERMAN - COMPUTER-ASSISTED LANGUAGE LEARNING

Camsoft German runs on the Commodore PET (minimum 16K RAM) and the Commodore 64. It is a Commodore-Approved Product and consists of 32 programs, dealing with the commonest problems which confront learners of German.

The aim of Camsoft German is to provide a range of revision programs to reinforce specific points of grammar which lend themselves to presentation or testing on a microcomputer. The package is constantly being improved and augmented.

Each program contains interactive question-answer sequences and incorporates robust input-routines with unique-shape presentation and partial-matching sequences to assist error diagnosis. Camsoft German is available on cassette or disk (with menu) as a complete package, but individual programs may be purchased separately.

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Camsoft German does not seek to replace the teacher and it is not a complete course in itself. Grundkurs Deutsch, a set of books and audio tapes published by Verlag fuer Deutsch is, however, a useful accompaniment to Camsoft German and recommended especially to adult beginners.

Most of the Camsoft German programs are being rewritten for the BBC microcomputer. The first programs are already available. A similar package of French programs for the BBC microcomputer is also under development.

Contents of Camsoft German package

Tenses of Verbs - 6 Programs

The following tenses are covered in six programs: Present Tense, Imperfect Weak, Imperfect Strong, Perfect, Pluperfect, Future. In each program the learner is presented with a series of 20 short sentences and has to fill in gaps with the correct verb-forms. Each program contains a randomisation-routine, so that the sequence in which the verbs are presented is different each time the program is run. A subsidiary randomisation-routine selects the persons. The learner always types the answer in the correct position in the sentence - vital for the Perfect, Pluperfect and Future tenses, which are in two parts:

e.g. (from Perfect Tense)
Er --- die Frage nicht ----------.
verstehen

A partial-matching routine diagnoses errors. Any errors made on the first attempt are highlighted and the learner is invited to correct the answer:

e.g. Er hat die Frage nicht verstunden.

A wrong answer, on the first or second attempt, results in the presentation of a 'help' panel, in which the appropriate paradigm is displayed for reference.

Teachers with some knowledge of BASIC can easily create new programs by amending DATA statements within the programs to incorporate their own material.

Verb Irregularities - 4 Programs

The following four programs handle verb irregularities: Reflexives with Accusative, Reflexives with Dative, Modal Verbs and 'wissen', 'haben' and 'sein' - all in the Present Tense. The pattern of presentation is identical to that in the preceding group of programs dedicated to tenses:

e.g. Brigitte ------- ---- bei dieser Firma.
sich bewerben

Teachers can also easily amend DATA statements in these programs to incorporate their own material.

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Word Order - 4 Programs

The following four programs are dedicated to specific problems of German word order: Separable Verbs, Inverted Word Order in Main Clauses, Subordinate Word Order, Order of Objects. Each program incorporates a lively animation-presentation sequence in which the idiosyncrasies of German word order are graphically demonstrated by the highlighting and movement of words on screen. Here the computer has an immediate advantage over most other media.

The same animation sequence is repeated within the interactive routines and varied according to the learner's responses. It is impossible to give an impression of these programs on a printed page. In the Subordinate Word Order program, for example, the verb scuttles off to the end of the clause when a subordinating conjunction is introduced. The other programs make use of similar features. The programs are designed in such a way that the teacher can easily introduce new DATA.

Transformation Exercises - 8 Programs

1. The Passive - 4 Programs

These four programs aim to demonstrate graphically and then test the learner's grasp of the technique of converting a sentence written in the active voice into the passive:

Present Passive, Imperfect Passive, Perfect Passive, Passive with Modal Verbs. First, the learner is shown what changes in the forms of the verbs, cases and word order are necessary to effect the transformation. Highlighting and animation are used to emphasise these changes. Each program then moves into an interactive sequence, incorporating shape presentation and partial matching to assess the learner's understanding of the technique. Errors are diagnosed and the learner is always given a chance to correct mistakes. Animated 'help' routines reinforce the rule whenever mistakes occur.

2. Relative Pronouns - 3 Programs

The mode of presentation, assessment and reinforcement in this group of three programs is similar to that used in the Passive series. Animation sequences are used to illustrate the changes in word order occasioned by the introduction of relative pronouns in a sentence. The learner is then required to combine two separate sentences by introducing a relative pronoun. The programs are graded according to level of difficulty: Relative Pronouns - Nominative and Accusative, Relative Pronouns - Dative, Prepositions with Accusative and Dative, Relative Pronouns - Dative, Prepositions with Dative, the Genitive.

3. Attributive Participial Phrases - 1 Program

This program deals with a problem of syntax often encountered by advanced learners who need to read the quality press or academic texts. It demonstrates graphically, by means of animation sequences, the interrelationship between a relative clause and an attributive participial phrase, showing the learner how to transform the former into the latter:

e.g. Ein Buch, das von Udo empfohlen wurde.
Ein von Udo empfohlenes Buch.

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The three basic types of attributive phrase are covered: past participle, present participle, present participle with 'zu'. After the initial presentation sequence, the learner's comprehension of the technique is assessed. The program is easy to amend to enable teachers to incorporate their own material.

Expressing Numbers - 4 Programs

These four programs aim to train the learner in expressing numbers and the closely associated areas of date, money and clock time: Numbers (Cardinal 0-99), Telling the Date (Ordinal 1-31), Money (Cardinal 1-9999), Telling the Time.

Numbers simply requires the learner to type in full a series of randomly generated numbers in the range 0-99.

Telling the Date introduces ordinal numbers, at the same time bringing in the names of the months. The learner has to express dates in the nominative, accusative and dative cases depending upon the context.

Money introduces larger numbers and the currencies of West and East Germany, Austria and Switzerland. The learner is told that he is in a certain country and spending a certain amount of money:

> Du bist in der Schweiz und du gehst einkaufen.
> Du gibst 100.50 Fr aus. Wie sagt man das?

The pattern of the anticipated response is given as a guide and a partial-matching routine takes care of minor errors.

Telling the Time presents the different ways of expressing the time in German and displays randomly generated times on screen in the form of a large digital clock. The learner is told in which form the time is to be expressed, e.g. 24-hour clock, in relation to the half-hour, in relation to the hour etc., and then presented with the pattern of the anticipated response. A partial-matching routine takes care of minor errors.

Personal Pronouns - 1 Program

This program tests the learner on the system of personal pronouns in German. Short sentences, which the learner has to translate, are generated randomly:

> e.g. He knows me.

The pattern of the anticipated answer is presented to the learner, who may summon up a clue to find out how to render the verb and what case it governs. A partial-matching error-diagnostic routine takes care of mistakes made on the first attempt and relocates the cursor to enable corrections to be made.

Adjective Endings, Possessive Adjectives - 2 Programs

These are the only two programs in Camsoft German which do not present material in context. Adjective Endings covers every possible combination of endings of articles, demonstratives, possessives and adjectives.

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The combinations are generated completely at random, the learner being shown, say, an article plus an adjective plus a noun, with an indication of the case required. All he has to do is enter the correct endings. A panel showing the pattern of combinations appears each time an error is made. Possessive Adjectives requires the learner to enter the correct equivalents of 'my', 'your', 'his' etc. in combination with certain randomly generated nouns in the nominative case.

Fun and Games - 3 Programs

These three programs provide a little light relief: 'ins' or 'im', Galgenspiel, Language Snap. The first shows a man moving into an hotel and aims to reinforce the rule that 'ins' is required in combination with neuter nouns when movement is taking place and that 'im' is necessary when no movement is involved. A short testing sequence checks that the learner understands the principle. Galgenspiel is a German version of the popular 'hangman' game, but offers the learner a chance to save the hanged man if he knows the meaning of the word he is trying to guess. Language Snap is a linguistic version of the popular card game, the learner being presented with pairs of German and English words which are flashed randomly on the screen. The learner has to try to beat the computer by spotting matching pairs - the correct translation here. The learner has to tap the space bar each time he thinks he sees a match. An ideal game for vocabulary reinforcement. Both Galgenspiel and Language Snap are easily amended to incorporate the teacher's own material.

Amending Programs

Most of the above programs are written as easy-to-amend templates to enable the teacher with a minimal knowledge of BASIC to create new learning material. This is simply a matter of changing or substituting DATA statements, the structure of which is self-explanatory. If you require detailed instructions for amending individual programs please let us know.

Foreign Character Eprom for the PET

Customers who require the presentation of natural German orthography (Umlaute and Eszett) on screen can obtain from CAMSOFT a replacement character generator EPROM for the PET, which includes the full set of German and French characters. This takes just a couple of minutes to fit - no special expertise required. The Commodore 64 and the BBC micro generate their own German characters, so no hardware modifications are necessary.

Do-it-Yourself

Three authoring packages are available from CAMSOFT for teachers who wish to write their own material. The QUESTIONMASTER is a universal package which is ideal for creating question-answer diaogues. As it allows for alternative answers and complex matching it is particularly suitable for vocabulary tests and transformation exercises. GAPKIT enables teachers to set up their own gap-filling or Cloze exercises and is particularly suitable for tests in which contexts are essential and where only one answer is correct. Finally, there is COPYWRITE, which enables the teacher to create a unique 'Nacherzaehlung' type of exercise, in which the learner has to recreate from memory a short story presented on screen. Write or 'phone for further details.

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Personalised Programs

If you require a particular exercise to be transformed into a computer program, let us know and we will do it for you. CAMSOFT welcomes requests from teachers who require help in producing CALL software based on their own material and charges modest fees for personalising programs.

For further details of where the above programs can be obtained, see entry 03 on page 42.

Graham Davies
Ealing College of Higher Education

Scottish Computer-Based French-Learning Project

Two programs, both presenting exercises in translation of continuous text, English to French, at approximately 'A' level standard. Both run on Apple II (48k) with one disk-drive. No other extras needed.

1. Program FLP (Course 3, Course 4). Basically, a quiz, though most of the questions are reduced to a simple prompt. Takes the student step by step through the English sentence which is displayed on the screen. Student's replies are, if acceptable, built up into the target French sentence, with obvious easy bits filled in. Predicted mistakes are commented; unpredicted responses are stored on a file for later incorporation. A number of variant translations are provided for. There is fuzzy matching of student replies. The system will give hints (CLUE) or repeat a section (BACK). Used as a regular, compulsory part of the first-year French course at Aberdeen University, and piloted at schools in Scotland. The main disadvantages are the difficulty of writing the data files and the limited number of variants that can be accommodated.

2. Program LITTRE (Course 13, Course 14). A much more ambitious program, still under development. The system prompts for suggested translations building up the target-language sentence, word by word. Only the most 'productive' mistakes are predicted and commented. Since, in theory, every variant that is remotely likely, at this level of proficiency, will be accepted by the system, it is assumed that any proposed translation that the machine refuses is linguistically unacceptable. The system distinguishes between lexical and syntactical unacceptability. The program works by accessing a specially designed data-base through some fairly complicated search routines on four linguistic levels, based on an analysis of the possible French target sentences. This, loosely rank-shifting analysis, while entirely empirical, is similar to that of a systemic grammar. There is no scoring routine: the program teaches by favouring an investigative, exploratory attitude on the part of the learner, who is encouraged to repeat sections and try different variants.

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Preparing the data-base is facilitated by having, for example, a batch of old exam scripts to indicate possible variants. With this, a sentence, such as those demonstrated, can be coded and stored in the machine in a matter of hours.

B Farrington
Language Laboratory
University of Aberdeen

FOX CALL PROGRAMS

1. RESTORE. Modified cloze with 'capital accumulation' option. Student can buy first or last letters of missing words. Twenty texts. English and Spanish.

2. BET. Uses same sets of texts as RESTORE. One word randomly deleted in first nine lines of text. Deleted words jumbled up and displayed underneath text. Student can gamble his capital on his guesses as to which word goes in which space.

3. ANALOGIES. Practice of lexical and logical relationships
   e.g. infinite is to infinitesimal as
   1. fish is to chips
   2. son is to father
   3. nice is to pleasant
   4. vast is to tiny

   (based on American verbal IQ Tests)

   Percentage rating displayed.

4. COLLOCATIONS. Adjective displayed and nine nouns. Student must pick the two nouns with which it most easily collocates. Help option with example sentences.

5. DIAL-A-VERB. Spanish verb drill, based on translation from English. Extensive help files with details of regular-verb forms.

6. DISCLOSE. First eight words of a text are displayed in jumbled order. Student rebuilds text word by word by moving arrow to the next word in the list. If he is right the next word appears in the right place on the screen. Scoring option. Cheat option (see whole text).

These programs are for the Apple II microcomputer.

Jeremy Fox
University of East Anglia

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ITMA CALL PROGRAMS

Headlands School, Bridlington is working with the ITMA Collaboration, College of St Mark and St John, Plymouth, to develop applications of their CLUES, SCENE and SLYFOX programs for use in modern language teaching in secondary schools. These are systems programs originally designed for use in primary schools. The primary school versions are to be published by Longmans in November, 1983. CLUES is a text-handling program designed as a teaching aid in full-class mode. The teacher can input and edit his own text and set up markers on parts of words, whole words, phrases and sentences. Several markers can be used at the same point in the text. Actions are then allocated to the markers. These actions include the following: highlighting in two colours, replacement by asterisks, deletion, scrambling and a return to a previous allocation or to the original before allocation. The original and marked texts can be stored as files to be loaded from within the program as required. The program can be used to improve accuracy in the written language with more-able pupils and is also effective in stimulating an awareness of syntax and meaning in less-able pupils and thereby extending their reading skills. The development version has full French accents and clear, double-height character display. The English version also has double-height characters for classroom display and offers the additional facility of being able to print off hard copies of the original text, the text with some words replaced by asterisks or deleted, sections of the text in jumbled or the original text showing all existing markers and a list of the current allocation of actions to the markers.

SCENE enables teachers or groups of children to invent their own scene and hide a chosen object or objects within it. SLYFOX uses the data gathered in SCENE and provides a framework for the search for the hidden object or objects and includes a scoring routine. The game proceeds through a series of questions and computer responses of the "you're warm" type. Both questions and responses can be input by the teacher at the level required. With the use of a 'picture board', wooden bases and sets of home-made picture cards to build up visual representations of any number or versions of scenes, the programs offer great flexibility as an aid to the acquisition of items of vocabulary and practice in responding to written questions and the hints offered by the computer.

Also developing multi-media computer-assisted/managed learning packages incorporating authentic support materials for group use at secondary level.

Hardware: BBC(B)

Sue Hewer
Headlands School
Sewerby Road
Bridlington
Humberside

HIGGINS CALL PROGRAMS

A) Analytic

1: STORYBOARD

A passage is displayed in the form of dashes and punctuation. The user guesses the missing words, which are printed in all the right locations. He is allowed to look at the complete passage first if he wants to, and there is a 'help' facility which supplies the first missing word if he is stuck, or a quick glimpse of the full text.

MACHINES: Sharp MZ80B (Disc)
Newbrain AD (Tape)
Version by Graham Davies for BBC 'B' (Tape)
Version by Chris Jones for Apple II (Disc)
Version by Michael Johnson for Spectrum
Version by WIDA Software for CMB/PET
(The Disc versions incorporate 'loaders' so that the teacher can create new files of text)

2: CLOSE-UP

The computer displays eight titles and a concealed text, of which it reveals one word chosen at random. The use can ask for more words (a "window" on the text being opened wider to take in the words before and after), and must try to guess which title fits the text.

MACHINE: Grundy Newbrain

3: CLOZE

Student selects a deletion interval and the deleted words are replaced by dashes showing word length. Student guesses words in order. After a wrong guess, he must guess letter by letter (in effect playing Hangman with the word).

MACHINE: Sinclair ZX81 (with 16K)

B) Synthetic

4: MIKE

The screen displays a simple table of facts about 'Mike and Anna' and a randomly generated sentence ribbons past below the table. If the sentence is true it must be trapped by pressing a key. Points for correctness and speed of response, and an arcade-style layout.

MACHINE: Sinclair ZX81 (16K)
CBM Pet (8K)

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5: FLYING

The screen displays a schematic map of the Atlantic, showing four cities. An aeroplane starts to fly across the display, and a question of the form "Is the plane flying from X to Y?" is displayed. The student must press 'Y' or 'N' as quickly as possible. Arcade-style layout.

MACHINES: Sinclair ZX81 (16K)
Sinclair Spectrum (16K)

6: PHOTOFIT

The screen displays a randomly drawn face. The student studies it, and it is then blanked out. The student recreates the face by typing in words for features, and then modifying each feature if he wants to be typing in a comparative adjective. Finally, both faces are displayed, together with a list of differences.

MACHINES: Sinclair Spectrum
Grundy Newbrain

7: JACKASS

The computer offers to guess a word that the student is thinking of. After each wrong guess the computer requests the student's word and a polar question to distinguish it from the computer's guess. Thus the computer apparently "learns" from the student, since it uses the new information on the next run. The program incorporates the 'test the machine' phase in which the computer writes little essays incorporating what it has learned.

MACHINES: Sharp MZ80B
Sinclair Spectrum
Grundy Newbrain
Simpler versions (without test phase) for
CBM Pet and ZX81

8: GRAMMARLAND

The screen displays a small set of facts in the shape of a table or set of pictures. The student types in a question. If it is "sensible" it is answered. Or the student can ask the machine to generate a random question, which he can answer himself or get the machine to answer.

MACHINES: No final version yet
A version is partly running on the Sharp MZ80B
A version is planned for Newbrain

9: JOHN AND MARY

This is a "Grammarland" version of a well-known idea in Artificial Intelligence. The screen shows a room with one door. A male and female figure can be moved in and out of the room, and the door can be opened or closed. The machine obeys commands and asks and answers questions about the display. By pressing the "enter" key repeatedly one can watch the machine having a conversation with itself.

MACHINES: Sinclair Spectrum 16K

10: INVENT A MONSTER

The student responds ad lib to a series of prompts asking for descriptions of a "monster". These are then assembled by the machine into a prox paragraph. (From an idea by Muriel Higgins.)

MACHINE: Sinclair Spectrum

C) Simulations

11: MURDER

Country-house murder investigation. The student can interrogate each suspect with two questions: Where were you? and Who were you with?, until a discrepancy shows up. He then accuses the two witnesses, one of whom is lying and must be the murderer.

MACHINES: Sinclair ZX81 (16K)
Sharp MZ80B
Spectrum

12: WEIGHT

A logic exercise which involves placing children on a seesaw to calculate their weights. One begins by knowing two weights out of six.

MACHINES: Sinclair ZX81 (16K)

13: CASTAWAY

This is a simplified form of Ken Jones's SHIPWRECKED. The student sees alternately a map page and a diary page. He has to find food, water and raft-building materials, and sail to safety.

MACHINES: Sinclair ZX81 (16K)

14: BLEEPER

A simplified commercial simulation in which the student has to manage a factory, deciding year by year how many employees, how much to spend on advertising, and what price to sell the product at. After each year the profit-and-loss accounts are displayed. The game ends when the student has made or lost £1,000,000.

MACHINES: Newbrain
Sharp MZ80B

John Higgins
British Council

Approaches to CALL for English as a foreign language: a summary of work in progress - July 83

A computer can function as a delivery system for lessons and exercises created by a teacher. These usually take the form of tests, quizzes, drill and-practice, or programmed learning. The enhanced motivation and sense of individual attention that comes from working with a computer have, in certain cases, made such materials effective and useful.

Our own work, however, has concentrated on areas where the computer, in some sense, creates the learning material, and where the use that is made of the material is highly flexible, with the machine serving as teacher's aid or "intelligent blackboard", as a small-group resource, providing a focus for discussion and decision making, or as an individual resource for the single student. We take a cognitive rather than a behaviouristic view of language learning, and believe that using machines does not and should not lead to mechanistic teaching.

The way learners may wish to make use of machines can be described in terms of the 'roles' that the machine may be given.

a) Teacher or Tester - we have not written any programs which make use of conventional tutorial dialogue or "programmed learning". However, we have worked (with colleagues) on programs which use a branching procedure purely to stimulate attentive reading and discussion (in the manner of Rinvolucri's Reading Mazes). Many of our programs include a self-testing option, while not being test programs pure and simple.

b) Trainer - many of our programs have a training element, i.e. they treat simple skills interatively and try to develop speed and dexterity, e.g. FLYING, MIKE, TWO STICKS.

c) Playmate - many of our programs are game-like in structure, ranging from those which are fiercely competitive (e.g. JUMBLER, FLYING, TWO STICKS) to those where the pleasure of playing and solving a problem is the main motivation (e.g. PHOTOFIT, STORYBOARD, MURDER).

d) Learner - this type of program reverses the usual computer/student relationship completely, with the machine appearing to "learn" what the student teaches it. Our main contribution here is JACKASS, a development of the classic ANIMALS game in which the machine learns and classifies the names of animals. In JACKASS there is a "test" phase in which learner makes the machine write little essays incorporating what is has learned.

e) Informant - such programs also reverse the usual computer/student relationship. The user is given the opportunity to question the computer and to explore a model representing one aspect of the patterning and use of the target language. Whenever possible, he is offered 'free' input. Examples include S-ENDING, A/AN, GRAMMARLAND, LOAN AND NAME.

f) Demonstrator - a role present in some programs (e.g.GRAMMARLAND, TIME) which we wish to explore further. We are developing a program for training listening and note-taking skills which presents on screen a 'dynamic' model of non-linear note-taking, synchronised to a recording of a lecture extract or mini-lecture and a visual presentation of intonation and stress features synchronised to spoken sentences. (These use an interface box, designed at Birmingham University, for the remote control of the recorder by the computer.)

g) Environment - there are many ways in which output from or interaction with a computer can stimulate written and spoken work among a group or class of students. We have in particular experimented with computer simulations and problem-solving activities. Such activities are already familiar in language classrooms in paper-and-pencil forms, but a computer can often provide convenience (dispensing with paraphernalia) and speed of updating which enhance the activity. The focus on a non-linguistic goal, on meaning not on form, enriches the acquisition environment of the classroom, and provides a context for the language of negotiation whenever a group tackles the assignment. Only one member can comfortably operate the keyboard, so the rest of the group must "operate" that member by suggestion or argument.

h) Clown - where computers assemble language randomly, the output is usually grotesque. Furthermore, because the machine responds slavishly to commands, it will display irreverent or idiotic input in a dead-pan fashion. The instinct to give it such input in order to make the machine look foolish can be harnessed to language learning, as Muriel Higgins's programs show.

i) Resource - the computer here has a number of potential roles - e.g. for presenting a mechanised wall-newspaper, while the editing facilities of even the most elementary word-processing program can engender new attitudes to self-correction and re-drafting. There are exciting possibilities if, by means of networks, students can access databases and construct their own concordances. In this role, as in several others, we can see possibilities of turning language learning into an experimental subject, of putting the "trial" back into "trial-and-error".

A particular program may include more than one role. At one level, MURDER is practising Wh-questions: at another, it is a simulation for group discussion. In GRAMMARLAND the student may ask the computer to be a trainer, a demonstrator, or an informant. TWO STICKS in its present form is essentially a trainign game, but further development will add demonstration and testing modes.

The great majority of the programs mentioned so far involve the computer in the generation of language-learning materials. This opens up possiblities for greater flexibility, and for greater sensitivity to a student's performance, needs and interests than do more traditional materials whether presented in book form or on the computer. We distinguish two approaches, which may overlap:

a) Analytic generation

In this approach, the computer performs on the spot an (unintelligent) analysis of language at level of word, clause, sentence, or (preferably) text, and on the basis of that analysis carries out a controlled manipulation/degradation of the language - the principal task of the student being to restore the original version. Four basic types of manipulation are possible:

Deletion
Reordering
Insertion
Substitution

We have to date experimented with the first two of these. The manipulation may be partial or total. The following table classifies our programs accordingly:

PROGRAM	MANIPULATION	LEVEL	PARTIAL/TOTAL
HANGMAN	Deletion	Letter in word	Total
WORDSPIN	Reordering	Letter in word	Partial
	Deletion	Letter in word	Partial - Total
TEXTBAG STORYBOARD	Deletion	Word in text	Total
CLOZE	Deletion	Word in text	Partial
JUMBLER		(all within text)	
J-word	Reordering	Letter in word	Total
J-chunk	Reordering	Word in clause	Total
J-paragraph	Reordering	Sentence in text	Total
CLOSE-UP	Deletion	Word in text	Almost total
SPOT THE MISTAKE (Dennis Danchik)	Insertion	Word in text	Partial
SHUFFLER 1	Insertion	Sentences	No reordering
2	Insertion plus	in paired	Part. reordering
3	re-ordering	texts	Total

One of our goals is to develop a suite of such programs which can operate on a series of randomly accessed texts stored on disc at different levels of difficulty and of different types (ranging from children's stories to scientific reports). This would allow the student great flexibility in choosing the sort of text he wishes to work with and the game/activity he wishes to use: such flexibility is, we believe, of particular value to learners of English (or, indeed, any other language) for Specific Purposes. A well-designed program of this type can be extremely effective in concentrating the student's attention on the form, meaning and 'connectivity' of text and developing the crucial skill of successful guessing. Among the problems that remain are the most appropriate format for the storage of text for access by a number of different analytic programs: and the most appropriate system for 'autograding' so that the computer stores information as to the relative difficulty of the tasks that it sets, and on that basis automatically adjusts its grading of the texts and (possibly) 'learns' the parameters it should employ in applying particular manipulations in particular contexts.

Another approach to analytic generation is by way of pattern-recognition techniques applied to 'free' student input for exploratory (informant) CAL. A couple of miniature programs (A/AN, S-ENDING) illustrate this technique at word-level: GRAMMARLAND (and Hanno Martin's work on 'tricky parsers' for German) indicate the way this work may develop. Since these programs involve also language synthesis they could be termed analytico-synthetic.

b) Synthetic generation

There are two approaches to the synthetic computer generation of language for CAL. The first is uncontrolled generation: e.g. the use of a simple slot-and-filler grammar for the random creation of text (cf Madlib and poetry generators). The tendency of uncontrolled generators to produce absurdity can itself be used creatively in language teaching, as work by Burkhardt Leuschner and Daniel Chandler shows, the learner being required to reduce or justify the absurdity. Our work, however, has used very simple artificial-intelligence techniques to impose a degree of control on language synthesis, with reference either to language meaning (semantically controlled generation) or to language use (pragmatically controlled generation). Examples of the former include TWO STICKS, TIME, FLYING, MIKE and CONNECTOR. In the first three of these, the student is required to select the language according to the meaning shown in a graphic representation: a development of this idea is shown by PHOTOFIT in which the student has to control a graphic representation through language. The pragmatically controlled approach is shown by LOAN and NAME, in which the student is given an opportunity to explore how language use may vary according to the context of the situation.

Tim Johns
University of Birmingham

John Higgins
British Council

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JONES CALL PROGRAMS

Authoring Programs

1. Storyboard (Apple) - BBC version in development
   Writer and driver programs + delete, edit, rename, transfer programs. English, French and German character sets. Student program has Help, Cheat and See facilities. Later, more sophisticated version, English character set only.

2. Clozemaster (Apple, BBC)
   Allows up to 50 lines x 40 columns of text. Student chooses gap frequency (every 5th to every 15th word). No indication of length of missing word - screen rewrites after every correct answer. Help and Cheat facilities. Utilities as in Storyboard.

3. Crossword Master (Apple)
   Allows creation of puzzle up to 15 x 15. Flexible writer program, up to three lines per clue. Full editing, transfer, delete, etc facilities. Solver program in one- or two-player mode, with competitive scoring. Three character sets.

4. Multiple Choice (Apple) - BBC version in development
   Up to 30 questions (three lines) + 3,4 or 5 (or variable number of) choices(up to 35 characters). Error message option (three lines each). Randomises choice order (optional randomise question order two). Score, review facilities. Tutorial or testing mode. Three character sets.

Dedicated Programs

1. Back Home (Apple, BBC)
   Twelve EFL songs exploited in three programs: Storyboard, Cloze and Dictation. Package includes: 'Back Home' Cassette (Longman), 'Back Home Companion' (Longman), programs on disks or cassettes, documentation.
   Suitable primary/middle schools or intermediate EFL.

2. Micro Verse (Apple, BBC)
   24 poems, exploited as in Back Home. Poems by Josephine Jones.

3. Micro Stories (Apple, BBC)
   24 stories, exploited as in Back Home. Stories by Josephine Jones.

4. Crossword Challenge (Apple)
   30 EFL crosswords (intermediate level) adapted from Structural Crossword Puzzles (Stages 5 and 6, Longman) by Christopher Jones - One- or two-solver modes.

Christopher Jones

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LOTHIAN CALL PROGRAMS

PROGRAM NAME: Im Reisebüro

AUTHOR: Peter Kershaw, Wester Hailes Education Centre, Edinburgh.

MACHINE: Apple II 48k

LANGUAGE: Apple Pilot

FORMAT: one floppy disk

AVAILABILITY: By arrangement (preferably after Easter 1984)

SHORT DESCRIPTION: The program is set in a futuristic tourist office in Hamburg, where the computer has taken over!! The student is faced with a series of drawings (more or less accurate, but recognisable to a Hanseat or seasoned user of Vorwärts) and must extract information from the machine by asking questions in German. The program accepts a large number of approximations, and is quickly exhausted by inquiring teachers (less quickly by students!). It can be used at various levels of ability, as up to fifteen questions have been pre-programmed. It is very easy for a teacher who has a nodding acquaintance with Pilot to add extra responses.

PROGRAM NAME: Au Voleur!

AUTHORS: D Hay, Whitburn Academy
L Hamilton, Dean Education Centre (BBC Program)
Peter Kershaw, Wester Hailes Education Centre (Apple program)

MACHINE: BBC Model B
APPLE II 48k

LANGUAGE: BBC BASIC
APPLE PILOT

FORMAT: BBC - disk and cassette
Apple - disk

AVAILABILITY: By arrangement (preferably after Easter 1984)

SHORT DESCRIPTION: A kind of adventure game set in a French town. The student goes to the bank to change some money and the money is subsequently stolen. The student spends the rest of the program chasing the money or the thief, aided or hindered by various people he/she meets. The BBC version will also print out the text of the story the student has seen, and provide him/her with a list of questions in English on his story. This option is not available on the Apple, due to the structure of Apple Pilot.

PROGRAM NAME: Quelle heure est-il?

AUTHORS: C Wrightson, St Kentigern's Academy, Blackburn
I Millar, St Kentigern's Academy
C Maclean, Dean Education Centre.

MACHINE: BBC Model B

LANGUAGE: BBC Basic

FORMAT: Cassette (also disk, but not at present)

AVAILABILITY: By arrangement (preferably after Easter 1984)

SHORT DESCRIPTION: This program is a game-style practice program in telling the time in French. There is no end to the program if the student continues to give the correct answer - but each time he/she gets an answer wrong, one of his helpers loses his life (noisily!). The pupil does not need to type in the various words necessary for the answer because they are displayed at the side of the screen. The pupil selects the words he wishes to use by moving the helper up and down the screen by means of the movement keys.

PROGRAM NAME: Class-use disc

AUTHOR: Peter Kershaw, Wester Hailes Education Centre

MACHINE: Apple II 48k

LANGUAGE: Apple Basic

FORMAT: Diskette

AVAILABILITY: By arrangement

SHORT DESCRIPTION: A suite of various programs which have been found useful with first- and second-year classes, ranging from simple vocabulary drills to a time program, and program about directions. Some entertainment included!

Please note that these programs are at the final stage of preparation as part of a Lothian Region CALL package which should be available (with documentation) at Easter 1984. Further programs are under development, and it is intended that these will form part of the same package.

Peter Kershaw
Wester Hailes Education Centre
Edinburgh

AUDIO-ENHANCED COMPUTER-ASSISTED LANGUAGE LEARNING WITH THE TANDBERG TCCR 530 COMPUTER-CONTROLLED CASSETTE RECORDER

Using the prototype Tandberg TCCR 530 Computer-Controlled Tape Recorder in conjunction with a modified BBC Microcomputer, Professor R W Last of the Department of Modern Language, University of Dundee, has produced demonstration programs to illustrate the potential applications of CALL enhanced by an audio component.

The simplest application involves the display of information on the screen with accompanying voice. The computer program synchronises the commentary with the visual presentation. A more sophisticated use, however, entails the user typing in responses to questions (simultaneously on screen and tape) which are analysed by the computer program and evoke a pre-recorded comment for that response from the tape. Clearly, any kind of commentary can be constructed, the sole requirement being that the counter values for the tape position are passed to the program. The tape position is selected with sufficient precision on the Tandberg machine to ensure that individual words and phrases can be swiftly and accurately located, even across lengthy segments of tape, so that the user is generally unaware of the tape-search operation.

The problem of tape stretch (and the subsequent changing of counter values) exists in theory, but has not been found to be significant under test. (Anyhow, Tandberg have designed an automatic tape re-synchronisation operation which is intended to correct any errors of this nature, although this was not available to the demonstrators.)

All the important tape-control commands can be passed from the computer, including fast or slow wind and rewind, record, play, recap, etc. and can be linked to specified counter values so that instructions of the form "Go to a specified location and play until a subsequent location is reached" may be issued. (Remote tape-ejection is a particularly satisfying command under certain conditions.) The product version of the recorder also has commands to detect the beginning and end of audio blocks on the tape, so that counter locations need not be used by the program for all search-and-play operations.

A completely automatic dictation-type exercise was also demonstrated to give some indication of the versatility of the system and of the greatly enhanced potential of the computer for language work. The learner was invited to type in a written version of a pre-recorded passage, which was played to him a given number of times (an opportunity to post-edit was also offered); the computer then analysed the written version for errors and commented on them (or the lack of them). Key words in the passage which were felt to be of particular difficulty were linked to specific comments on the tape, so that, if mistakes were made with these, the program could respond with the appropriate pre-recorded comment. It is intended to produce a full-scale authoring package of audio-linked computer-assisted language learning, enabling teachers to construct their own exercises in question-and-answer format alongside an audio component.

Derek Lewis
University of Dundee

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Telem-Nantes: Service Telematique d'information de la ville de Nantes

Program Description:

This package is designed for learners of French who wish to develop their language-comprehension skills using authentic French teletext materials. The program provides a context in which the language skills are naturally integrated. It reproduces about 30 of the 4000 information pages of the municipal teletext service inaugurated in Nantes in 1982. Just like the citizens of Nantes, British learners can ask the computer for information about sports facilities and clubs and details of rail and air services.

Skills involved

Reading comprehension is developed in three ways:

1. Following the instructions on the screen in order to find the information required.
2. Understanding the information.
3. Using the information.

The content and vocabulary cover two important areas of CSE and O-Level syllabuses.

Oral communication is developed where two or three pupils are set to work on the program together. Such co-operation will involve authentic communication in areas such as giving and asking for advice, giving instructions, requesting information, expressing satisfaction or dissatisfaction.

Published by Hodder & Stoughton, 1984.

Hugh Starkey
The Independent Schools' Microelectronics Centre
(ISMEC)

Tandberg EC-10 CAL program

Part of this program (mainly the so-called 'creation package') was developed at the University of Hull by the then Dr R W Last. (Now Professor Last of University of Dundee.) The rest of the package (i.e. multi-user implementation and monitoring facility) was developed by Mr P Crabb of Tandberg Ltd. It was tried and tested by Professor P K King and myself at the Institute of Modern Dutch Studies, and, of course, by our students.

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For the students, the package involves nothing more than following simple and clear instructions. They are asked to type in an ID of no more than three characters and then select the exercise they want to do from a 'menu'. They are given a second chance with questions they have wrongly answered before the computer records both wrong answers as errors. There is always the possibility to break off an exercise mid-way. At the end of the session the student is asked to 'quit', so that that particular satellite becomes available for another student.

For the teacher the creation package offers facilities to create exercises, edit, erase, rename and copy. On the creation level there are various options such as a divided screen (e.g. for cloze exercises with a set list of words), reinforcement panel (e.g. when an 'expected' mistake has been made) and monitoring. To be frank, however, there are still a few cosmetic bugs to be ironed out.

While monitoring, the computer picks up two wrong answers to any one question. When the answer is wrong the fist time but right the second time, the computer forgets about the first answer. For the teacher, the error print-out shows: the student's ID; the number of the exercise; the correct answer to a wrongly answered question; the first wrong answer; the second wrong answer; and the final score per exercise which also enables the teacher to see whether a student has completed an exercise (even if all answers are correct).

A wide range of exercises is possible with this package, such as cloze tests, questions and answers, multiple-choice, etc., while the option of the reinforcement panel gives the opportunity to stress particular teaching points.

Roel Vismans
Institute of Modern Dutch Studies
University of Hull

"Language and Thought" and "Hidden Shapes and Sizes"

LANGUAGE AND THOUGHT (Boxes, Colours and Sizes)

Boxes, Colours and Sizes provide computer-assisted learning environments in which the user can explore the use and effects of language. The user takes part in a written conversation with the computer about objects displayed on the screen, and the programs are able to "understand" most of the sentences that can be made from the words in their vocabularies. The user, in addition to working with language, must also consider the concepts associated with the objects on the screen, namely relative position, colour and relative size.

Boxes: Three boxes, two containing objects and one empty, appear on the screen. The conversation concerns the contents of the boxes and the positions of the objects. Questions, answers, descriptions and instructions to move the objects may all be used.

Colours: Three shapes randomly coloured red, green or blue appear. The conversation involves describing and altering the colours of the shapes, and asking and answering questions.

Sizes: This is conceptually the most complex of the programs, and is concerned with three differently coloured crosses whose sizes may be changed and compared. Again questions, answers, descriptions and instructions are all involved.

HIDDEN SHAPES AND SIZES

Hidden Shapes and Hidden Sizes create hidden patterns for the user to reproduce. In Hidden Shapes the pattern consists of up to nine coloured shapes arranged in a 3x3 grid. In Hidden Sizes the user must reproduce four coloured shapes of unknown widths and heights. Although these are essentially problems of a non-linguistic nature, they are presented in such a way that they can be solved only through the use of language. First, the user must obtain information about the hidden patterns by asking questions. This information must then be used logically to draw inferences so that, finally, the user can form the instructions which reconstruct the hidden pattern.

The problems therefore demand both linguistic and cognitive skills. They require the user to identify and name the various shapes and colours, to construct questions and instructions, to understand relationships such as "above" and "taller than", to make logical deductions from information obtained and to make strategic decisions about how to reach the solution.

The user takes part in a written conversation with the computer. The programs each have vocabularies of around 20 words and can understand sentences that can be made from these words.

Authors: Robert Ward, Richard Phillips, Dave Sewell and Andrew Rostron, Educational Technology Research Group, Department of Psychology, Hull University, Hull HU6 7RX.

Publishers: ACORNSOFT

Robert Ward
University of Hull

Lancashire/Cumbria Computer Programs

Several foreign language programs were demonstrated by Mr Philip Wood, Deputy Director of the Institute of European Education, St Martin's College. These programs in French and German have been designed for learners at the early stages of their foreign language development and are most suited to those using a communicative approach. They are currently being developed by a group of Lancashire/Cumbria teachers through the

Chelsea College Schools Council - Computers in the Curriculum Project and they are expected to be published in 1984. All enquiris about these programs should be addressed to - Mrs Deryn Watson, Assistant Project Director (Humanities), Schools Council Project, Computers in the Curriculum, Educational Computing Section, Chelsea College, 552 Kings Road, London SW10 OUA.

P Wood
Deputy Director
Institute of European Education

York German Programs

PLURAL FORMATION

The aim of this exercise is to encourage the student to study the characteristic patterns of PLURAL FORMATION in German and to build up a store of nouns that are irregular in their plural.

Since it is the student who determines the input, the exercise is suitable for all stages from beginners through to advanced. There is no time limit set, but the student should aim to increase speed as he/she progresses.

A teacher is required to supervise and co-ordinate the progress of this exercise.

NOMINATIVE AND ACCUSATIVE ADJECTIVAL ENDINGS

In this exercise the student is required to enter the correct Nominative and Accusative ADJECTIVAL ENDINGS.

Maximum importance is placed on the correction by the student of his own mistakes and the exercise only moves forward after each set of endings has been correctly entered by the student.

Simple sentences with an invariable subject-verb-object structure are presented in groups of ten, followed by the percentage of incorrect answers for that group. The aims of course are to reduce this figure and increase speed.

ACTIVE-PASSIVE TRANSFORMATION

In this exercise a question in the ACTIVE VOICE is answered in the PASSIVE, leaving a gap for the student to fill in so as to make up the complete sentence. The documentation describes the type of ACTIVE VOICE question which the student should input.

It is essential for the student to have covered the form and structure of the passive in the present and perfect tenses.

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The gap is chosen randomly, requiring a variety of inputs for the same question.

Various options may be chosen:

If 'N' is chosen after the question 'exercises?' the passive sentence will be written out already completed.

If 'Y' is chosen after the question 'examples?' a list of sample sentences will be loaded and displayed.

The student might try to find out the limits of the program, and try out things like verbs with separable prefixes.

PRESENT TO PERFECT; PERFECT TO PRESENT TRANSFORMATION

This program enables the student to do just what the title implies: a question in the PRESENT TENSE is turned into the PERFECT TENSE and vice-versa.

As the student is responsible for providing each question, the exercise is suitable for any stage, from beginners to advanced. It could be used to introduce the learner to the perfect tense. Regular patterns could be observed and deduced from the examples, and used as a basis for discussion led by the teacher.

As with the other programs the option of obtaining hardcopy from a printer is available.

Produced by Hanno Martin, 6 Arncliffe Mews, Fulford Road, York.

Comprises a 5¼" disc suitable for the RML 380 Z microcomputer (48k), containing all four programs.

Richard Beaton
Ripon Language Centre

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Two issues dominated the session: 1) the follow-up workshop and 2) CALLBOARD.

1) Follow-up workshop

It was unanimously agreed that there should be a further 24-hour CALL workshop and that it should again be held at St Martin's. The proposed dates were 18th to 19th September, 1984.

In anticipation of the demand for places far exceeding the number available, it was decided that participation would be by invitation only, in the hope of building on the experience of those with expertise in the field of CALL.

After a wide-ranging discussion of possible topics, the following programme was worked out:

Tuesday, 18th September, 1984

2.00-3.30 - Session One : Talk on "Input Devices"
4.00-4.30 - Session Two : Presentation Session
4.30-6.00 - Session Three : "Fairground" Session
7.30-9.00 - Session Four : "Fairground" Session continued

Wednesday, 19th September, 1984

9.15-10.45 - Session Five : Talk on "Output Devices"
11.15-12.30- Session Six : Open Forum

Session One
Since speech synthesis had not yet reached the point where the user could communicate orally with his computer, it was proposed that the focus should be on alternative input devices to the keyboard, e.g. concept keyboards, that were currently available and on possible developments.

Session Two
Those who wished to make programs available for hands-on experience or discuss a particular CALL topic in Sessions Three and Four would have the opportunity to introduce them briefly in this session. It was agreed that ten presenters would speak for three minutes each.

Sessions Three and Four
These would be open sessions during which participants would wander around, as at a fairground, and visit a number of 'pitches', getting hands-on experience of programs on display or joining in discussion on a specific CALL-related topic.

Session Five
To balance the talk on "Input Devices" in Session One, there would be a similar talk on "Output Devices" in this session.

Session Six
An Open Forum in which the presenters from Session Two would answer questions from the floor.

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2) CALLBOARD

Roger Savage talked about the difficulties that had affected the production of the third issue of CALLBOARD and about the current state of membership.

The notion of producing a national newsletter devoted to the dissemination of information about ideas and activities in the field of computer-assisted language learning (CALL) had been put forward at the CILT/CET Workshop in Lancaster in April 1982 and an editorial and business team set up. Since then, two issues of CALLBOARD had appeared, but the third issue, due in May 1983, had been held up on account of a cumbersome system of production and distribution. Steps had been taken to eliminate this problem and issue 3 would soon be available. (Editor's note - CALLBOARD 3 appeared in October 1983 and CALLBOARD 4 in December 1984.)

Mr Savage pointed out that there was enough cash in hand from the original subscriptions to fund issues 3 and 4, but that issue 4 would contain an invoice for renewal of subscription.

There were at present 145 subscribers on the mailing list, and a break-down of their provenance according to institution revealed that 56 were from universities or colleges, 45 from schools, 20 from EFL, 6 from publishers and 14 from private addresses.

Participants received Mr Savage's statement with great interest and welcomed the continued existence of CALLBOARD.

* * * * * * * * * * *

If you are not on the mailing list of CALLBOARD and wish to add your name to it, you may do so by sending £1.00 to:

Roger Savage
CALLBOARD Treasurer
19 High Street
Eccleshall
STAFFORD
ST21 6BW

Cheques should be made payable to CALLBOARD.

The editors hope that this subscription will at least cover the three or four issues of CALLBOARD planned for 1984.

CALLBOARD is not just about activities in CALL concerned with modern-language learning, but also includes items on English as a Foreign Language and mainstream English.

If you have any item of information that you wish to be made more widely known, you should send it for inclusion in CALLBOARD to:

Graham Davies
CALLBOARD Editor
Ealing College of Higher Education
St Mary's Road
London, W5 5RF

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A comment on the Workshop

For someone grappling with the new technology of CALL, the type of event represented by the Lancaster conference is extremely valuable. If you are also involved in organising and stimulating work on CALL in your 'home' region, it becomes doubly valuable.

It is valuable in the participants who range from University and College lecturers, information officers, BBC Education Officers (naturally) to secondary teachers, CILT representatives and curriculum development staff. Such a kaleidoscope of backgrounds thinking and talking about challenges of a medium as specific as CAL makes for conversation of a very rich texture. Items of information can be cross-checked or looked at from a totally different professional viewpoint. It also affords a much broader picture of the new development than that seen from, say, a Teachers' Centre.

Such an event is also eminently valuable in the programs on display. If one is manning a monitor, rather like a stall at a fair, it can be difficult, without careful organisation, to get round and see all the others. It's a bit like a cross between the Cannes Film Festival and an Inventors' Fair, though perhaps without the competitiveness of the first or the eccentricity of the second.

What you come away with in terms of programs depends obviously very much on what participants are prepared to let you have. The need, or the desire, to publish programs can be a considerable inhibition to the very dissemination of ideas which events like this are designed to promote. It isn't just true of computer programs; really good, original program ideas are so rare in CALL and the investment of man-hours in preparation so high, that as soon as an attractive product appears, exchange or 'cost-price' purchase become impossible, and the oft-heard reply comes: 'I'm sorry, we're thinking of publishing this one...' Nonetheless, a certain amount of honest horse-trading is possible and more than repays the effort.

The insertion of an 'input' session by an acknowledged expert in the field of CALL is plainly of considerable interest and worth retaining. Dr Holme's talk on 'Computer Developments in Speech Research and their Implications' had a few of us straining to recall odd elements of 'O' level physics from more years back than we care to remember, but it was hugely enjoyable. With the linguists' traditional familiarity with the written code (at the expense of his/her detailed knowledge of the spoken), the topic was very well chosen, though the brunt of his message seemed more concerned with what we cannot yet do rather than with the usefulness of what can be done in speech synthesis. The many amusing examples were a salutary reminder of the inordinate complexity of human speech as a communication system and its dependence on para-linguistic features which lie beyond the bounds of electronic synthesis. For me, at least, it began to shed a little light on something I had never quite understood: the exhaustive (and exhausting!) attempts made to establish rules of discourse analysis.

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It might be argued that this glimpse of the future (shades of ORAC in 'Blakes Seven'?) was really a bit self-indulgent: a bit of intriguing science-fiction. We might have been better served by a state-of-the-art demonstration from one of the invited cognoscenti, or a glimpse into the nearer future with interactive video-discs, or an introduction to predicate logic, PROLOG and the Japanese fifth-generation computers.

The ways in which CALL has evolved away from the electronic grammar-book syndrome were quite exhilarating. The miniature 'CEEFAX' program on Nantes demonstrated by Hugh Starkey was delightful and original; a pointer to great possibilities. The audio-enhanced micro (a BBC 'B' linked to a Tandberg TCCR 530 recorder), brought by Derek Lewis gave an impressive demonstration of a way-stage on the path to speech synthesis: the random-access cassette recording linked to screen output which can orally correct (with remedial loops) a student input. People like Jeremy Fox and Brian Farrington are still working at sophisticated guided-translation exercises for the tertiary sector. These for me were the highlights.

Many of the programs made ingenious use of graphics: the Lothian Region group's Apple Pilot programs, and John Higgins's EFL programs, for example. (Future gatherings must continue to give a firm place to English-teaching colleagues).

For the future, it will be interesting to follow several developments:

(a) For how long will CALL for the tertiary sector have any relevance to the needs of secondary pupils?

(b) What, if anything, will be done to provide programming support for local CALL development groups, where enormous disparity of provision exists at present.

(c) How many Teachers' Centres will be able to afford to stock inspection copies of all the programs that local schools might with to look at?

Richard Beaton

Current research in Britain

The information set out here is extracted from the research register maintained by the Centre for Information on Language Teaching and Research. The third edition, Language and language teaching: current research in Britain 1975-77 (Longman, 1978) is being revised, and this information is taken from the revised and new project entries that are now being edited. Only very brief details are set out in this paper; fuller information about these and other projects may be obtained direct from CILT.

As the register contains only information specially provided for it by researchers, this should not be taken as a comprehensive list of recent and current work. Details of additional projects will be welcomed at any time.

946 K Bung, Recall Training Consultants, 13 Wisteria Road, London SE13 5HW: Theory and practice of programmed foreign language instruction. Aims at establishing a cybernetic system of programme construction for all languages, although more frequent reference is made to English and German. Begun 1964. Some results already published: details obtainable from CILT.

2028 Ms C Lorac (and 1 associate), Faculty of Education Studies, Brighton Polytechnic: Communication and social skills project. To examine the effects that pupils' producing television, film or tape/slide programmes has upon their learning and in particular upon the development of language and social skills. (Age range 11-19.) Begun 1976. Project report (published in book form in 1981) and newsletters in Language Teaching Library (CILT/British Council).

2213 Dr K Ahmad, Computing Unit and Dr G G Corbett, Department of Linguistic & International Studies and M R Colenso, Department of Linguistic & International Studies, University of Surrey: Computer assistance in the learning and testing of Russian morphology. To provide a set of programs to enable the learner (in the first two years of study) to practise and consolidate independently the main areas in Russian morphology. Begun 1976. Extended to German 1979. Applications of micro- and minicomputers will be investigated. Articles published: details obtainable from CILT.

2303 Dr J A M Howe, Department of Artificial Intelligence, University of Edinburgh (and 1 associate): Computer-based investigation of remedial teaching of reading. To develop a computer-based scheme by which backward readers can learn to use word attack skills to improve their reading competence. Begun 1974.

2327 Dr R W Last, Department of Modern Languages, University of Dundee: EXERCISE: a computer-assisted learning package. Preparation of an interactive computing package designed for elementary language teaching, but applicable in any learning situation in which there are one or more fixed answers to any fixed question. Begun 1977. Package in use at University of Hull. Enquiries to Professor P K King, Institute of Modern Dutch Studies.

2329 A Carter, Nene College, Moulton Park, Northampton (and 10 associates): Machine-assisted teaching. See Schools Council Project Profiles IN 09 01. Begun 1978. Videotape available from Schools Council Information Centres.

2433 G D Davies, Ealing College of Higher Education (and 3 associates): An investigation into the applications of computers to language teaching. Various computer-assisted language-learning packages are being developed. Begun 1978. Articles and information guide published.

2487 B Farrington, Language Laboratory, University of Aberdeen: Elaboration of materials for computer-based learning of French, post-A-level. To produce materials for self-instruction where students can have access to mainframe or micro-computer; also to explore the limitations and possibilities of computer-based learning for language at this level. Begun 1979. Paper published: details obtainable from CILT.

2647 Dr J A M Howe (and 1 associate), Department of Artificial Intelligence, University of Edinburgh: A computer-based teaching scheme for creative writing. Children will use computer programs to generate and transform text and to explore the process of story production. Begun 1977. Articles published (by the associate, M Sharples).

2648 Dr M-M Kenning, Language Centre, University of East Anglia and Dr M J Kenning, Computer Centre, University of Essex: Computer-assisted language teaching. To devise and implement a computer language which gives language teachers easy access to computer facilities.... To provide computer-based support materials which can be used in several ways. Begun 1979. Book published: details obtainable from CILT.

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2661 J A Coleman, Department of French, University of Glasgow (Project convenor: A Walker, Department of French, University of Stirling), under the aegis of the Scottish Universities French Language Research Association: Functional French syllabus at university level. To develop communicative competence ... aimed initially at second-year university students. Subsidiary projects will include...the possible applications of computer-assisted learning and videotapes. Begun 1980.

2673 Dr Noemi M Messora, Department of Italian, University of Warwick (and 3 associates): A language course for Italian: a study of audio-visual live material. To explore further openings for the use of language laboratories and synchronised visual materials in language teaching. Begun 1976. Article published.

2695 Ms L Candy, School of Mathematics, Statistics and Computing, Leicester Polytechnic (and 2 associates): Computer aids to the acquisition of basic English language skills. To develop a set of interactive computer programs to be used as aids in the teaching of first language skills involving the written medium. Begun 1980.

2703 Dr J H Connolly, School of Speech Pathology, Leicester Polytechnic: SABLE: Syntactic Analysis Basic Learning Exercises. To develop a set of computerised exercises to help in the teaching of grammatical analysis skills to undergraduates pursuing speech pathology courses. Begun 1978.

2712 M G Carr, School of Modern Languages and European History, University of East Anglia: Development of computer-assisted language learning packages. To develop test template packages for writing gap-filling exercises and question-and-answer drills. Begun 1980. Two CALL packages written: GAPFIL and COMPUTADRIL.

2759 J Fox (and 2 associates), School of Modern Languages and European History, University of East Anglia: Methods of facilitating vocabulary learning. Project includes development of use of computer-assisted learning in presentation of vocabulary practice. Involves students of English for Special Purposes and Spanish. Begun 1979. Articles to be published.

2776 B Farrington (and 1 associate), Language Laboratory, University of Aberdeen: Scottish computer-based French language learning project. To investigate possible applications of computer-based learning of French at the level of CSYS (sixth-year school) and at first-year university level (development, piloting and evaluation of materials). Begun 1981. Programs developed for English to French translation (and in use at the University).

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2799 P Power, North East London Polytechnic: Applications of microcomputers in TEFL. To develop program suites in BASIC and other languages. Concerned particularly with applications in English for special purposes. Emphasises modules/self-access learning to promote reading skills. Begun 1982.

2802 Ms E England, Department of English, University of Wales Institute of Science and Technology: Teaching English as a foreign language and computing: problems, principles and procedures. To examine the possible impact of CAL for TEFL on both teachers and learners. To define instructional principles for CAL for teacher training and material design. To produce and evaluate a computer program. Begun 1980.

2809 R J Elder and R Wills (and 2 associates), Dundee College of Education: Integrating the microcomputer into the language arts curriculum in the primary school. To attempt to identify attributes of the microcomputer which might be of greatest benefit with a language arts program; to identify and initiate appropriate classroom organisation; to create new software where appropriate. Begun 1982. Some results published: details available from Dundee College of Education.

2810 Dr M Gruneberg, Department of Psychology, University College of Swansea: Development of a linkword language system. To produce computer software packages for the teaching of French, German, Spanish and Italian vocabulary using a keyword system. Begun 1981. Packages to be published by several software companies.

2811 J J Higgins (and 1 associate), English Language Research Centre, University of Birmingham: Non-tutorial computer-assisted language learning in the British Council: a feasibility study. To report on the potential applications for CALL in British Council overseas teaching centres; to devise a specification for a minimum adequate 'kit' of programs and activities; to advise on hardware, maintenance and methodology. Begun 1982. Any aspects of the research with wider relevance to be made publicly available later.

2812 R Vismans (and 2 associates), Institute of Modern Dutch Studies, University of Hull: The use of a microcomputer in language teaching. To monitor progress of students using a computer-assisted beginners' course in Dutch, compare this with a group using traditional methods, and monitor student attitudes to CAL by means of questionnaires. To begin in Oct 1983.

2822 Miss S J Fortescue, Eurocentre, Bournemouth: English for Arabs, using computer-assisted instruction. To prepare computer programs for Arab students not familiar with the Roman alphabet. Begun 1983.

2823 Mrs D M Watson (and 14 associates), Educational Computing Section, Chelsea College, London: Feasibility study for CAL in foreign languages (part of the Computers in the curriculum project). To investigate potential areas for use of CAL in the communicative approach to learning French and German at secondary school. Later to include English as a foreign language and foreign languages at work. Begun 1981.

2824 Miss J E Bright, Educational Computing Section, Chelsea College, London: Evaluative research for CAL in modern languages. To explore the potential of the micro for the communicative approach to language teaching. To evaluate the units being developed in the Computers in the curriculum project (see above). English as a foreign language to be included later. Begun 1982.

2866 Dr B L M Chapman (and 3 associates), School of Education, University of Bristol: Computer-assisted teaching of communication to handicapped users. To help profoundly prelingually deaf infants to read by engaging them in interactive and functional use of picture language. Begun 1982. Article published.

2876 R D Ward (and 2 associates), Department of Psychology, University of Hull: Computer-assisted learning and cognitive skills training. To develop computer-assisted learning programs which engage young pupils in a written dialogue about graphics displayed on a VDU; to study the interactive style of deaf children using the programs. Begun 1982. Programs include LANGUAGE AND THOUGHT and HIDDEN SHAPES AND SIZES: to be published by Acornsoft.

2891 R Beaton (and 11 associates), Language Centre, College of Ripon and York St John: North Yorkshire computer assisted learning project. To write and disseminate CALL programs for pupils of modern languages and English; to increase awareness of CALL and encourage long-term adoption of programs through demonstrations and in-service activities; to exchange programs with other groups. Begun 1982.

J A Campbell, Department of Languages, Aberdeen College of Education: Exploration of possible uses of the microcomputer in language learning. To explore a range of second-language learning programs, particularly those which enable the BBC micro to be used as a stimulus or reinforcement for whole-class, group or paired communicative language activities at secondary level. Begun 1982. Article published.

Dr B Hill (and 5 associates), Language Centre, Brighton Polytechnic: Interactive video in the teaching of languages. To study the potential of interactive video, using laser discs and microcomputers. Also programs for teaching English as a foreign language to be developed. Begun 1983. Pilot programs at testing stage. National project in progress in conjunction with BBC.

Where numbers are given they are the entry numbers in the research register, and help users to trace further information in the register. There are - as yet - no numbers on the most recently received project descriptions.

Centre for Information on
Language Teaching and Research
20 Carlton House Terrace
London SW1Y 5AP

c CILT

January 1984

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This list of current research in CALL is revised periodically and may be obtained (free of charge) from Sarah Death at CILT. CILT is always pleased to hear of new projects in this field.

CILT/St Martin's CALL Workshop: Assessing Current Programs and Prospects

List of Participants

Name	Institution
Dr Charles Alderson	Institute for English Language in Education, University of Lancaster
Mr Richard Beaton	Ripon Language Centre, The College, Ripon
Mr Nigel Bevan	Division of Information, Technology and Computing, National Physical Laboratory, Teddington
Mr Eric Brown	CILT, London
Mr Mark Bryson	Institute for Educational Computing, St Martin's College, Lancaster
Mr Graham Davies	Ealing College of Higher Education, London
Mr Eugene Davis	Centre for Language and Communication Studies, Trinity College, Dublin
Mrs Sarah Death	CILT, London
Mr Leslie Dunkling	BBC English by Radio, London
Ms Maddalena Fagandini	BBC Continuing Education, London
Mr Brian Farrington	Language Laboratory, University of Aberdeen
Miss Sue Fortescue	Eurocentre, Bournemouth
Madame Genevieve Fontier	St Mary's College, Twickenham
Mr Jeremy Fox	School of Modern Languages and European History, University of East Anglia
Mr Raymond Gallery	Department of French, Bristol Polytechnic
Mr Ian Gordon	Audenshaw High School, Manchester
Mrs Susan Hewer	Headlands School, Bridlington
Mr John Higgins	English Language Services, British Council
Mr Chris Jones	London
Dr Marie-Madeleine Kenning	School of Modern Languages and European History, University of East Anglia
Mr Ian Kemble	School of Languages, Portsmouth Polytechnic
Mr Peter Kershaw	Wester Hailes Education Centre, Edinburgh
Dr Gerry Knowles	Department of Linguistics in Modern Languages, University of Lancaster
Mr Derek Lewis	Department of Modern Languages, University of Dundee
Mr Robert Lewis	Institute for Educational Computing, St Martin's College, Lancaster
Mr David Little	Centre for Language and Communication Studies, Trinity College, Dublin
Mr Charly Loveland	BBC Continuing Education, Leeds
Mrs Ilse MacLean	Education Department, University of Stirling
Mr Brian Page	Central Language Laboratory, University of Leeds
Mr David Peacock	Institute for European Education, St Martin's College, Lancaster
Dr Martin Phillips	English Language Services, British Council
Mr A T Race	Highgate School, London
Mr M Riddle	Department of Linguistics, Middlesex Polytechnic
Mr Roger Savage	Education Department, Staffordshire LEA
Herr Johannes Schumann	Goethe-Institut, Munich
Mr Hugh Starkey	Westminster College, Oxford
Ms Kathy Stones	Education Department, Hertfordshire LEA
Mr Michael Sutton	Ottowa
Mijnherr Roel Vismans	Institute of Modern Dutch Studies, University of Hull
Mr Robert Ward	Department of Psychology, University of Hull
Mrs Christine Wilding	University of Aston
Mr Scott Windeatt	Institute of Education, University of London
Mr Phil Wood	Institute for European Education, St Martin's College, Lancaster
Mr Michael Woodhall	Language Learning Centre, Manchester

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01.Richard Beaton

Ripon Language Centre, The College, College Road, Ripon HG4 2QX

Has organised workshops for teachers to produce CALL programs and outlines; has studied patterns of diffusion and possible INSET; has attended a few classes on programming, 380Z and BBC B BASIC only - though looked briefly at PILOT.

Has two main programs on disk for 380Z and BBC B; one German program with graphics; one French with graphics, but adaptable to any language. Availability uncertain/negotiable. Other (German) programs for exchange: see entry for NYCALL on page 3.
TOWER is a competitive/game program based on a factual text studied by the pupils. It asks a series of multiple-choice and open-ended questions on the text. A correct answer is rewarded by 'building' part of the Eiffel Tower. Data (questions) and text are fully substituable. 380Z (translated also for BBC B).
UMZUG is a presentation/drill/practice program on the use of ACCUSATIVE and DATIVE preposition constructions in German. Items of furniture are placed in a flat; pupils practise typing in where they are. Wrong answers can remove items of furniture.

Hardware: BBC B, Commodore PET (3020), Radio Shack, 380Z

Development work in progress: small 'bread and butter' programs being written; free Acornsoft programs being translated; French program to help with CSE/16+ writing.

Interested in programs using graphics; integrated with other media; 'Template' programs (i.e. substitutable data).

Funding: from LEA towards purchase of hardware only.

Keen for contact with similar small groups. Exchange, not commercialisation, is the only way to get numerous programs into the classroom in the short term. Would welcome information on in-service courses and strategies in other LEAs. Biggest source of help has been member of college staff who is regional representative of MUSE.

02.Nigel Bevan

National Physical Laboratory, DITC, Teddington, Middlesex TW11 OLW

Programs: Microtext authoring system, for use on BBC, CBM, Apple and CP/M microcomputers. Can be used with tape recorders, videotape, videodisc, light pen, etc. It greatly simplifies the production of interactive material.

Development work in progress: PASCAL implementation.

Interested in human factors of computers - simplifying the user interface.

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03.Graham Davies

Ealing College of Higher Education, St Mary's Road, London W5 5RF

Has been active in CALL since 1977, initially on PRIME mini, but now on CBM PET, Commodore 64, Tandberg EC10 and BBC B - has also used Apple II and VIC-20. Programs written in BASIC for ab initio and intermediate students of German. Collaboration with EFL teams and French staff on programs for advanced learners of English and French.

Programs: 1. QUESTIONMASTER, pub. Hutchinson Software, 17 Conway Street, W1 (PET/APPLE/BBC); 2. COPYWRITE, pub. ESM, Duke Street, Wisbech, Cambridgeshire (PET/BBC); 3. GAPKIT, pub. Camsoft/Wida Software, 10 Wheatfield Close, Maidenhead (PET/BBC/APPLE); 4. APFELDEUTSCH, pub. Wida Software, 2 Nicholas Gardens, London W5 (APPLE); 5. CAMSOFT GERMAN, pub. Camsoft, 10 Wheatfield Close, Maidenhead, Berks SL6 3PS (Tel. 0628-82 3206) (PET/Commodore 64) (at present being rewritten for BBC B).
The first three programs mentioned here are authoring packages, developed specifically for language teachers and enable anyone - even those with no previous experience of computing - to write their own courseware. The packages enable the teacher to set up a variety of exercises: question-answer routines, vocabulary tests, substitution drills, cloze/gap-filling exercises, transformation exercises and reading exercises. APFELDEUTSCH is a complete self-study course including coursebooks and audio tapes. CAMSOFT GERMAN is a unique set of revision routines, covering the main areas of difficulty in an O/A level German course. It employs animation to great effect, particularly in programs handling word order in German. It will shortly become available for the BBC B.

Hardware: BBC B and TANDBERG EC10 (micros), PRIME 500 (mini).

Development work in progress: writing complete computer course for beginners of German, to run on BBC B. Also collaborating with French staff at various educational institutions on development of parallel French computer course. Book on BASIC.

Interested in German, but also EFL and French.
Has written 'Computers, Language and Language Learning' for CILT.(see p.50)

04.Eugene Davis and David Little

Centre for Language and Communication Studies, Arts Building, Trinity College, Dublin 2

Hardware: BBC B and Z80 systems.

Development work in progress: interactive video system; pilot programme should be ready by end of 1983.

Interested in self-instructional language learning; applications of technology to language learning.

Funded by TCD Development Fund.

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05.Brian Farrington

The Language Laboratory, King's College, University of Aberdeen

Has developed materials for teaching French, mostly translation-oriented, piloted and now regularly used by undergraduates using mainframe and micro-computers (APPLE).

Programs and development work in progress; see p.12.

Hardware: Apple, BBC, Honeywell 66 (mainframe) is available in the main body of the Report.

Funded by SED grant.

Is investigating possibility of collaboration with colleagues in France working in similar field.

06.Geneviève Fontier

St Mary's College, Waldergrave Road, Twickenham
Address for correspondence: 118 Iffley Road, London W6

Hardware: APPLE, CMB PET, NEWBRAIN AD

Interested in degree-level, individual-study programs to reinforce mastery of structures and vocabulary.

Funded by St Mary's College, Twickenham.

07.
Sue Fortescue

Eurocentre, 26 Dean Park Road, Bournemouth BH1 1HZ

Has studied for Certificate in Computer Programming, Dorset Institute of Higher Education. Language used - BASIC. Principal computer used Tandy but also Sinclair ZX81 and Spectrum.

Programs: diagnostic programs for EFL; basic reading for Arabs; grammar programs for EFL. Mainly for Tandy. Business programs for EFL.

Hardware: Tandy TRS80 Model 1 (cassette-operated)

Development work in progress: diagnostic tests, reading for Arabs.

Interested in teacher-training aspects.

Funded by Eurocentre.

Organiser of two ARELS courses on Computers and ELT held at Eurocentre, Bournemouth.

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07.Jeremy Fox

School of Modern Languages and European History, University of East Anglia, Norwich NR4 7TJ

Has worked on and off since 1969 with English for overseas students and Spanish. Now working mainly with university undergraduates and post-graduates on APPLE II's.

Programs: several vocab- and text-manipulation programs for APPLES and one for Newbrain.

Hardware: Mainframe, APPLES, BBC B.

Development work in progress: reading comprehension (EFL).

Interested in vocabulary, reading comprehension, PROLOG, teacher-training in CAL.

08.Raymond Gallery

Department of Modern Languages, Bristol Polytechnic, Coldharbour Lane, Frenchay, Bristol BS16 5EJ

Has experience of CALL on mainframe (PRIME 750) with Televideo 925's with full-accented character set. French periodical index (Express, Le Monde, Nouvelles Littéraires) on mainframe with subset on SPECTRUM. AECAL with TCR 530).

Programs: at present ab initio Spanish and some advanced French written in BASIC and PILOT.

Hardware: Prime 750's, Exidy Sorcerer, Spectrum with speech synthesiser for phonetics teaching, BBC B, Tandy Mod.III,IV.

Development work in progress: AECAL. Extensive use of W/P for student work.

Interested in student interaction using alternative I.O. from keyboard (light pen).

09.Susan Hewer

Headlands Lower School, Bridlington
Address for correspondence: Highgate Hall, Southburn Road, Driffield, North Humberside, YO25 9AF.

Has experience of drill-practice programs in BASIC for CBM Pet 4000 series for lower secondary. Applications for ITMA system programs, BASIC, BBC B lower secondary. Has designed CALL packages, BASIC, BBC B lower secondary.

Programs: dreary, ill-programmed drill-practice programs concerned with number and gender, CBM Pet 4000 series and worksheet and reference booklet.
A first attempt! Available from MEP and from Mrs Hewer.

Hardware: CBM PETs and BBC B, VIC 20.

Development work in progress: applications for ITMA SLYFOX, CLUES and SEEK. Design and production of multi-media packages for group learning in French.

Interested in multi-media packages designed to stimulate communicative language learning at secondary level.

Funded by Humberside LEA. Possibility of further MEP support. First attempt supported by MEP.

10. John Higgins

British Council, 10 Spring Gardens, London SW1A 2BN

Has dabbled since December 1980. One year on full-time release since October 1982.

Programs: see p.15.

Hardware: concentrating on BBC B, but experience on a number of other models.

Development work in progress: project (supervised by Martin Phillips) to develop software for Direct Teaching operations.

Interested in text reconstruction and simple artificial-intelligence devices for pseudo-conversational interaction.

Funded by British Council.

Is co-author with Tim Johns of Computers in Language Learning. Collins. Scheduled date of publication: December 1983, and with Graham Davies (q.v.) of Computers, Language and Language Learning, CILT 1982. (see p.50)

11.Christopher Jones

76 St Elmo Road, London W12 9DX

Is free-lance writer of CALL materials, CALL consultant, for EFL. Programming in BASIC on Apple, BBC B and previously ZX81.

Programs: see p.22.

Development work in progress: vocabulary authoring-package and multiple-choice authoring package. He is at present gathering data for handbook on CALL for Longman, and would be interested to hear from anyone engaged in interesting work, particularly in EFL.

Interested in authoring programs.

The programs described on page 22 are available from Wida Software, 2 Nicholas Gardens, London W5.

12.Marie-Madeleine Kenning

School of Modern Languages, University of East Anglia, Norwich NR4 7TJ

Has several years' experience developing packages for students of French. Programs written in BASIC or in EXTOL (special author language). Running on Apple and/or Vector MZ.

Programs: as above.

Hardware: Apple.

Development work in progress: research into non-tutorial CALL.

Interested in uses of computers in language learning and introducing language teachers to computing.

Is co-author of Introduction to Computer-Assisted Language Teaching, Oxford University Press. (Published in December 1983.)

13.Peter Kershaw

Wester Hailes E.C., Edinburgh
Address for correspondence: 13 Tippet Knowes Road, Winchburgh, West Lothian

Has used micro at various levels, mostly S1 and S2, with programs written by himself. Programming in Apple Pilot and Applesoft. Is Convenor of Lothian Region "Microcore" - group of ML teachers interested in using the micro.

Programs: interactive program set in tourist information office, written for Apple II. Various more trivial programs also written for Apple II. Some will form part of Lothian Region package scheduled for Easter 1984.

Hardware: Apple II (6), BBC B (2).

Interested in interactive programs, especially of a communicative nature.

14. Derek Lewis

Department of Modern Languages, University of Dundee, Dundee DD1 4HN

Has been testing Tandberg TES/T on students of all levels using Tandberg EC-10. Various programs in BASIC.

Programs: Clozentropy gapping programs in 8080 assembler (Tandberg EC10), for all levels of students.

Hardware: Tandberg EC-10, BBC B, Cromemco.

Development work in progress: clozentropy gapping programs being adapted for 6502 assembler (e.g. BBC B) and AECAL.

Funded internally. Equipment supplied partly from Tandberg.

Works in conjunction with Professor R W Last, University of Dundee, and with cooperation of Micro-computing Centre, University of Dundee.

David Little. See Eugene Davis.

15. Dr Martin Phillips

English Language Services Department, The British Council, 10 Spring Gardens, London SW1A 2BN.

Has had considerable experience of computer-based text analysis on mainframes. Has dabbled in CALL programming using BASIC and Forth.

Programs: '-ing Forms' - an 'exploratory' program where the computer offers to provide the appropriate -ing form of any verb the student inputs and the student attempts to discover the limits to the computer's knowledge. Copy in CILT.

Hardware: BBC B, ZX-81.

Development work in progress: project design for evaluation of CALL in a number of overseas British Council English teaching centres.

Interested in development of rationale for software development.

Funded by British Council.

Project expected to start October 1983.

16.Hugh Starkey

Westminster College, North Hinksey, Oxford OX2 9AT

Programs: French for BBC micro for 4th and 5th year secondary school pupils; title 'Telem Nantes' - see p.26

Hardware: most models.

Development work in progress: use of videodisc.

Interested in computers and communicative language learning.

Funded with collaboration of ISMEC for programming.

Working at pedagogical level only - no technical knowledge or skills.

17.Katherine Stones

Hertfordshire LEA, Education Department, County Hall, Hertford SG13 8DF

Has experience of RML 380Z database on Burgundy (Microquery) - BASIC; for CSE pupils doing EAEB French studies S/29/14/FS or teachers organising visits to Burgundy (Herts' link area).

Programs: RML 380Z - Burgundy maps (CSE French Studies S/29/14/FS); BBC B - GUESS/VAN/PLAN based on Herts' graded test syllabus, Level I; DETECTIVE - for 3rd/4th year pupils.

Hardware: RML 380Z, BBC B.

Development work in progress: programs to accompany graded tests.

18.Roel Vismans

Institute of Modern Dutch Studies, University of Hull, Hull HU6 7RX

Has experience of elementary and intermediate Dutch exercises, mainly for reinforcement, on Tandberg EC-10. Program developed by Rex Last while at Hull, and Pat Crabb of Tandberg.

Programs: above program not commercially available.

Hardware: Tandberg EC-10.

Development work in progress: the creation package (for writing exercises) of the program being improved.

Interested in effect of CALL on language learning and learners.

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19.Robert Ward, Andrew Rostron and Dave Sewell

Educational Technology Research Group, Department of Psychology, University of Hull, Hull HU6 7RX

The group was originally concerned with CAL for the handicapped. Programs were developed to allow deaf children to hold written conversations with the computer, but the techniques used could almost certainly be applied in CALL generally. The group is now also interested in computers and the cognitive aspects of language.

Programs: two packages, "Language and Thought" and "Hidden Shapes and Sizes" to be published by Acornsoft in late 1983.

Hardware: BBC, Tandy TRS80, Sinclair Spectrum, Apple II, SWTPC 6809, VectorGraphic, Almarc Spirit 2, ICL, Harris.

Interested in language and thought in computer-assisted learning, and computer-assisted learning for the handicapped.

Funded by SERC, MEP, Leverhulme Trust, Joseph Rowntree Memorial Trust, Acornsoft.

This information was accurate in September 1983.

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The reader may inform himself further about CALL in the following publication:

Davies, G and J Higgins: COMPUTERS, LANGUAGE AND LANGUAGE LEARNING. CILT, 1982. ISBN 0903466 54 6. (CILT order code - IG22)

An introductory guide to the use of computers in language and language learning, comprising six broad sections: 1) New technology for linguists; 2) CALL techniques; 3) The use of the computer in English-language teaching; 4) CALL software; 5) BASIC and dialects of BASIC; and 6) Selecting hardware.

Price: £2.65

Postage/handling charge:

United Kingdom - £0.45. Overseas - £0.65 (to Europe or by surface post to non-European countries) or £1.00 (Accelerated surface post to non-European countries).

These prices are correct up to 31st August, 1984.

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